



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

**United States History:
1877 to the Present**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

United States History: 1877 to the Present Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 United States History: 1877 to the Present Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

United States History: 1877 to the Present Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understandings, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

United States History: 1877 to the Present Sample Scope and Sequence

Introduction

The study of our nation's history should integrate historical facts and sequences with the causes and outcomes of key historical events. Students should be provided with opportunities to research key events and make connections between the events themselves and their long-term impact on United States and world history. The skills identified in USII.1 a-h should be incorporated into the instruction of United States History: 1877 to the Present on an ongoing basis. Opportunities should be provided for students to conduct in-depth research into a variety of topics.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of United States history from 1877 to the present that are included in the Virginia Standards of Learning. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

United States History: 1877 to the Present Sample Scope and Sequence

Overview of the United States History: 1877 to the Present Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Review of United States History to 1877 and Geography Skills with Focus on the Settlement of the Great Plains	(Review USI.1-10 as necessary.) USII.1a, b, c, f, g; USII.2a, b, c
Post Civil War	USII.1a, b, c, d, f; USII.3a, b, c, d, e
Late Nineteenth Century through World War I	USII.1a, c, d; USII.4a, b
Early Twentieth-Century Social, Economic, and Technological Innovations	USII.1a, b, c, d, f; USII.5a, b, c
The Great Depression	USII.1b, c, d; USII.5d
World War II	USII.1b, c, d, f; USII.6a, b, c
Post-World War II Recovery	USII.1a, b, c, d; USII.7a, b
Cold War Conflicts	USII.1a, b, c, d, f; USII.7c
Civil Rights	USII.8a
Key Domestic Issues of the Second Half of the Twentieth Century	USII.1b, c, d, h; USII.7d; USII.8a, b

Note: Essential skill USII.1e is not specifically cited in the “Related SOL” column, and it will not be assessed on the United States History: 1877 to the Present Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in history and social science. Teachers should incorporate these skills into instruction throughout the year.

United States History: 1877 to the Present Sample Scope and Sequence

<p>A brief review of United States History to 1877 is recommended to provide a bridge that will facilitate understanding of the topics of study in United States History: 1877 to the Present. An ongoing review that incorporates topics from United States History to 1877 and information taught during the current academic year should become an integral part of instruction throughout the school year. Continuous review will help students develop an understanding of the content processes and skills that promote achievement in history and social science.</p>				
Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Geography Skills with Focus on the Settlement of the Great Plains</p> <p>A review of basic geography skills as they relate to the course content should occur at the beginning of the school year. These skills should be incorporated into instruction throughout the academic year.</p>	<p>Explain that states are examples of political regions.</p> <p>Explain that states are grouped by region as follows:</p> <ul style="list-style-type: none"> • <i>Northeast</i>: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania • <i>Southeast</i>: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas • <i>Midwest</i>: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota • <i>Southwest</i>: Texas, Oklahoma, New Mexico, Arizona 	USII.2c	<ul style="list-style-type: none"> • Projects • Quizzes • Student projects • Unit tests 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • National Geographic (maps) • Smithsonian Institute • Textbook • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills with Focus on the Settlement of the Great Plains (continued)	(States grouped by region continued) <ul style="list-style-type: none"> • <i>Rocky Mountains</i>: Colorado, Utah, Nevada, Montana, Wyoming, Idaho • <i>Pacific</i>: Washington, Oregon, California • <i>Noncontiguous</i>: Alaska, Hawaii. 			
	Explain how cities serve as centers of trade and have historically had political, economic, and cultural significance to the development of the United States. Provide examples of cities, including the following: <ul style="list-style-type: none"> • <i>Northeast</i>: New York, Boston, Pittsburgh, Philadelphia • <i>Southeast</i>: Washington, D.C.; Atlanta, New Orleans • <i>Midwest</i>: Chicago, St. Louis, Detroit • <i>Southwest</i>: San Antonio, Santa Fe • <i>Western (Rocky Mountains)</i>: Denver, Salt Lake City • <i>Pacific</i>: San Francisco, Los Angeles, Seattle • <i>Noncontiguous</i>: Juneau, Honolulu. 	USH.2c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills with Focus on the Settlement of the Great Plains (continued)	Explain how people’s perceptions and use of the Great Plains changed following the Civil War.	USII.2a		
	Identify the physical features and climate of the Great Plains: <ul style="list-style-type: none"> • Flatlands that rise gradually from east to west • Land eroded by wind and water • Low rainfall • Frequent dust storms. 	USII.2a		
	Explain how new technologies allowed people to live in more challenging environments. As a result of these technologies, they began to see the Great Plains not as a “treeless wasteland” but as a vast area to be settled.	USII.2a		
	Recognize major inventions and adaptations related to life on the Great Plains: <ul style="list-style-type: none"> • Barbed wire • Steel plows • Dry farming • Sod houses • Beef cattle raising • Wheat farming • Windmills • Railroads. 	USII.2a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills with Focus on the Settlement of the Great Plains (continued)	Demonstrate how key manufacturing areas were located near centers of population. Include the following examples: <ul style="list-style-type: none"> Textile industry—New England Automobile industry—Detroit Steel industry—Pittsburgh. 	USII.2b		
	Explain how major transportation advances linked the following resources, products, and markets: <ul style="list-style-type: none"> Moving natural resources (e.g., copper and lead) to eastern factories Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh) Transporting finished products to national markets. 	USII.2b		
	Analyze and interpret primary and secondary documents to increase understanding of events and life in United States history.	USII.1a		
	Make connections between past and present events.	USII.1b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills with Focus on the Settlement of the Great Plains (continued)	Sequence events in United States history.	USII.1c		
	Analyze and interpret maps that include major physical features.	USII.1f		
	Use parallels of latitude and meridians of longitude to describe hemispheric location.	USII.1g		
Post Civil War	<p>Explain how the following opportunities and technological advances led to westward expansion following the Civil War:</p> <ul style="list-style-type: none"> • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of wealth created by the discovery of gold and silver • Adventure • A new beginning for former slaves. 	USII.3a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Education Place (maps) • <i>Exploring the Real Thing</i> • National Geographic • Smithsonian Institute • Virginia Historical Society

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	<p>Explain the following reasons for increased immigration in the post-Civil War era and its related impact on United States society:</p> <ul style="list-style-type: none"> • Hope for better opportunities • Religious freedom • Escape from oppressive governments • Adventure. 	USII.3b		<p>(Sample Resources continued)</p> <ul style="list-style-type: none"> • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain the following reasons for the growth of cities:</p> <ul style="list-style-type: none"> • Specialized industries including steel (Pittsburgh), meat packing (Chicago) • Immigration from other countries • Movement of Americans from rural to urban areas for job opportunities. 	USII.3b		
	<p>Identify the interaction and conflict of different cultural groups that were the result of population changes, growth of cities, and new inventions with emphasis on the following:</p> <ul style="list-style-type: none"> • Indian policies and wars <ul style="list-style-type: none"> – Reservations – Battle of Little Bighorn – Chief Joseph. • Discrimination against immigrants <ul style="list-style-type: none"> – Chinese – Irish. 	USII.3b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	Identify the following major inventions that contributed to industrial growth and explain their positive and negative impact on society: <ul style="list-style-type: none"> Lighting and mechanical uses of electricity (Thomas Edison) Telephone service (Alexander Graham Bell). 	USII.3b		
	Explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.	USII.3b		
	Explain the following outcomes of challenges urban areas faced as the result of population and technological changes: <ul style="list-style-type: none"> Tenements and ghettos Political corruption (political machines). 	USII.3b		
	Describe the following efforts to solve the challenges created by immigration and the growth in cities: <ul style="list-style-type: none"> Settlement house, such as Hull House founded by Jane Addams Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing). 	USII.3b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	Explain how the United States was transformed from an agricultural to an industrial nation between the Civil War and World War I.	USII.3d		
	Explain the following reasons for the rise and prosperity of big business following the Civil War: <ul style="list-style-type: none"> National markets created by transportation advances Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile) Advertising Lower-cost production. 	USII.3d		
	Explain the following factors that led to a growth in industry following the Civil War: <ul style="list-style-type: none"> Access to raw materials and energy Availability of work force Inventions Financial resources. 	USII.3d		
	Describe the following examples of big business: <ul style="list-style-type: none"> Railroads Oil Steel. 	USII.3d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	<p>Explain how the following industrial and business changes influenced farm and city life following the Civil War:</p> <ul style="list-style-type: none"> • Mechanization (e.g., the reaper) had reduced farm labor needs and increased production. • Industrial development in cities created increased labor needs. • Industrialization provided access to consumer goods (e.g., mail order). 	USII.3d		
	<p>Explain the following negative effects of industrialization:</p> <ul style="list-style-type: none"> • Child labor • Low wages, long hours • Unsafe working conditions. 	USII.3e		
	<p>Explain the effects the following Progressive Movement reforms had on the workplace:</p> <ul style="list-style-type: none"> • Improved safety conditions • Reduced work hours • Placed restrictions on child labor. 	USII.3e		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	Describe the following outcomes of organized labor due to industrialization: <ul style="list-style-type: none"> Formation of unions—American Federation of Labor Strikes— Aftermath of Homestead Strike. 	USII.3e		
	Describe the following effects of the women’s suffrage movement: <ul style="list-style-type: none"> Increased educational opportunities Attained voting rights <ul style="list-style-type: none"> Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America. Susan B. Anthony worked for women’s suffrage. 	USII.3e		
	Describe the following actions of the supporters of the Temperance Movement: <ul style="list-style-type: none"> Composed of groups opposed to the making and consuming of alcohol Supported 18th Amendment prohibiting the manufacture, sale, and transport of alcoholic beverages. 	USII.3e		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	Define racial segregation. Include that it is: <ul style="list-style-type: none"> Based upon race Directed primarily against African Americans, but other groups also were kept segregated. 	USII.3c		
	Describe how Jim Crow laws legalized discrimination against African Americans following Reconstruction. Include how the laws: <ul style="list-style-type: none"> Made discrimination practices legal in many communities and states Were characterized by unequal opportunities in housing, work, education, government. 	USII.3c		
	Compare the African American response to “Jim Crow” laws as characterized by the following leaders: <ul style="list-style-type: none"> Booker T. Washington—Believed equality could be achieved through vocational education; accepted social separation W.E.B. Du Bois—Believed in full political, civil, and social rights for African Americans. 	USII.3c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post Civil War (continued)	Describe the discrimination African Americans encountered following Reconstruction.	USII.3c		
	Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USII.1a		
	Make connections between past and present.	USII.1b		
	Sequence events during the post-Civil War period.	USII.1c		
	Interpret ideas and events following the Civil War from different historical perspectives.	USII.1d		
	Analyze and interpret maps, especially as they apply to the post-Civil War period.	USII.1f		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Nineteenth Century through World War I	<p>Explain the following causes and events of the Spanish American War:</p> <ul style="list-style-type: none"> • Protection of American business interests in Cuba • American support of Cuban rebels to gain independence from Spain • Rising tensions as a result of the sinking of the U.S.S. Maine in Havana Harbor • Exaggerated news reports of events (Yellow Journalism) affected public opinion. 	USII.4a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • National Council for the Social Studies • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain the following results of the Spanish American War:</p> <ul style="list-style-type: none"> • The United States emerged as a world power. • Cuba gained independence from Spain. • The United States gained possession of the Philippines, Guam, and Puerto Rico. 	USII.4a		
	<p>Identify the following reasons the United States became involved in World War I:</p> <ul style="list-style-type: none"> • Inability to remain neutral • German submarine warfare— sinking of Lusitania • United States economic and political ties to Great Britain. 	USII.4b		

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Late Nineteenth Century through World War I (continued)	Explain that the United States involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.	USII.4b		
	Explain that there were disagreements about the extent to which the United States should isolate itself from world affairs.	USII.4b		
	Identify the following Allied countries during World War I: <ul style="list-style-type: none"> • Great Britain • France • Russia • Serbia • Belgium. 	USII.4b		
	Identify the following Central Powers during World War I: <ul style="list-style-type: none"> • Germany • Austria-Hungary • Bulgaria • Ottoman Empire. 	USII.4b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Late Nineteenth Century through World War I (continued)	Explain the following leadership role of the United States at the end of World War I: <ul style="list-style-type: none"> At the end of World War I, President Woodrow Wilson prepared a peace plan that called for the formation of the League of Nations, a peacekeeping organization. The United States decided not to join the League of Nations. 	USII.4b		
	Analyze and interpret primary and secondary documents to increase understanding of events and life in United States history.	USII.1a		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		
Early Twentieth-Century Social, Economic, and Technological Innovations	Explain how social and economic life in the early twentieth century was different from that of the late nineteenth century.	USII.5a	<ul style="list-style-type: none"> Group discussions Projects Quizzes Student reports Unit tests Writing assignments 	<i>See page 45 for complete reference information.</i> <ul style="list-style-type: none"> A Commonwealth of Knowledge Audiovisual materials Literature and music of the period
	Describe the progress in American life as a result of advancements in technology, including neglected rural areas.	USII.5a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	Identify the following results of improved transportation brought by affordable automobiles: <ul style="list-style-type: none"> • Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas. 	USII.5a		(Sample Resources continued) <ul style="list-style-type: none"> • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize the significance of the invention of the airplane with emphasis on the Wright brothers' contribution to its development.	USII.5a		
	Summarize the significance of Henry Ford's introduction of the assembly line.	USII.5a		
	Identify the technological advances in the following areas of communication: <ul style="list-style-type: none"> • Increased availability of telephones • Development of the radio (role of Guglielmo Marconi) and broadcast industry (role of David Sarnoff) • Development of the movies. 	USII.5a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	Describe the following changes brought about by advancements in electrification: <ul style="list-style-type: none"> • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) • Improved communications. 	USII.5a		
	Explain that reforms in the early twentieth century could not legislate how people behaved.	USII.5b		
	Explain that Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.	USII.5b		
	Summarize the effectiveness of Prohibition. Include the following: <ul style="list-style-type: none"> • Speakeasies were created as places for people to drink alcoholic beverages. • Bootleggers smuggled illegal alcohol and promoted organized crime. 	USII.5b		

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Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	Explain that economic conditions and violence led to the migration of people.	USII.5b		
	Explain the following reasons for and results of African American migration to northern cities: <ul style="list-style-type: none"> Jobs for African Americans in the South were scarce and low paying. African Americans faced discrimination and violence in the South. African Americans moved to northern cities in search of better employment opportunities. African Americans also faced discrimination and violence in the North. 	USII.5b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	<p>Identify the leaders in art, literature, and music of the 1920s and 1930s that had an impact on the cultural climate of the future. Include the following:</p> <ul style="list-style-type: none"> <i>Art</i>—Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest <i>Literature</i>—F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s <i>Music</i>—Aaron Copland and George Gershwin, composers who wrote uniquely American music. 	USII.5c		
	<p>Explain how the leaders of the Harlem Renaissance drew upon the heritage of black culture to establish themselves as powerful forces for cultural change.</p>	USII.5c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	Identify African American artists, writers, and musicians based in Harlem and explain how they revealed the freshness and variety of African American culture. Include the contributions of the following individuals: <ul style="list-style-type: none"> <i>Art</i>—Jacob Lawrence, painter who chronicled the experiences of the Great Migration north through art <i>Literature</i>—Langston Hughes, poet who combined the experiences of African and American cultural roots <i>Music</i>—Duke Ellington and Louis Armstrong, jazz composers; Bessie Smith, blues singer. 	USII.5c		
	Explain how the popularity of these artists spread to the rest of society.	USII.5c		
	Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USII.1a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Early Twentieth-Century Social, Economic, and Technological Innovations (continued)	Make connections between past and present events.	USII.1b		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		
	Analyze and interpret maps that include major physical features.	USII.1f		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Great Depression	<p>Explain the following causes of the Great Depression:</p> <ul style="list-style-type: none"> • People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed. • The Federal Reserve failed to prevent the collapse of the banking system. • High tariffs strangled international trade. 	USII.5d	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Literature and music of the period • Smithsonian Institute • Textbook • Virginia Historical Society • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain how the optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p>	USII.5d		
	<p>Describe the widespread, severe impact the Great Depression had on Americans. Include the following:</p> <ul style="list-style-type: none"> • A large numbers of banks and businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers' incomes fell to low levels. 	USII.5d		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Great Depression (continued)	Identify the following features of Franklin Roosevelt's New Deal and how it used government programs to help the nation recover from the depression: <ul style="list-style-type: none"> • Social Security • Federal work programs • Environmental improvement programs • Farm assistance programs • Increased rights for labor. 	USII.5d		
	Make connections between past and present events.	USII.1b		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II	<p>Explain how the following political and economic conditions in Europe following World War I led to the rise of fascism and to World War II:</p> <p>Political instability and economic devastation in Europe resulting from World War I</p> <ul style="list-style-type: none"> – Worldwide depression – High war debt owed by Germany – High inflation – Massive unemployment. 	USII.6a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • <i>Exploring the Real Thing</i> • Smithsonian Institute • Textbook • United States and Virginia Holocaust Museum • Virginia Historical Society • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain how the rise of fascism threatened peace in Europe and Asia. Include the following:</p> <ul style="list-style-type: none"> • Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied. • Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan). • These dictators led the countries that became known as the Axis Powers. 	USII.6a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Describe the evolution of American foreign policy from neutrality to direct involvement as conflict grew in Europe and Asia. Include the following: <ul style="list-style-type: none"> Isolationism (Great Depression, legacy of World War I) Economic aid to Allies Direct involvement in the war. 	USH.6a		
	Identify the countries and their leaders that became the Allied Powers. Include the following: <ul style="list-style-type: none"> Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany. Allied leaders included Franklin D. Roosevelt and later Harry S. Truman (United States), Winston Churchill (Great Britain), Joseph Stalin (Soviet Union). 	USH.6a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	<p>Describe the following key events of World War II in the Pacific:</p> <ul style="list-style-type: none"> • Rising tension developed between the United States and Japan because of Japanese aggression in East Asia. • On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning. • The United States declared war on Japan. • Germany declared war on the United States. 	USII.6a		
	<p>Identify the following major events and turning points of World War II:</p> <ul style="list-style-type: none"> • Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. • Germany invaded France, capturing Paris. • Germany bombed London and the Battle of Britain began. • The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. • Japan bombed Pearl Harbor. 	USII.6b		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	<p>(Major events and turning points of World War II continued)</p> <ul style="list-style-type: none"> • After Japan bombed Pearl Harbor, Germany declared war on the United States. • The United States declared war on Japan and Germany. • The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific. • Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe. • American and Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe. • The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II. 			
	Summarize that, despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.	USH.6b		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Define the Holocaust as an example of prejudice and discrimination taken to the extreme.	USH.6b		
	Summarize the following viewpoints and tactics of Holocaust leaders and their followers: Viewpoints <ul style="list-style-type: none"> • Anti-Semitism • Aryan supremacy • Systematic attempt to rid Europe of all Jews. Tactics <ul style="list-style-type: none"> • Boycott of Jewish stores • Threats • Segregation • Imprisonment and killing of Jews and others in concentration camps. 	USH.6b		
	Describe the liberation by Allied forces of Jews and others in concentration camps	USH.6b		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Describe the impact World War II had on American life on the home front. Emphasize that every aspect of American life was affected. Identify the sacrifices Americans were asked to make to support the war effort. Include the following: <ul style="list-style-type: none"> American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war. Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter). Americans at home supported the war by conserving and rationing resources. 	USII.6c		
	Describe the effect World War II had on race relations in America. Include the following: <ul style="list-style-type: none"> The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants) although discrimination against African Americans continued. While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps. 	USII.6c		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Make connections between past and present events.	USII.1b		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		
	Analyze and interpret maps.	USII.1f		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post-World War II Recovery	Describe Europe following World War II. Explain how much of Europe was in ruins and that Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany.	USII.7a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 45 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • National Geographic • Smithsonian Institute • Textbook • Virginia Historical Society • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Summarize the role of the United States as a superpower following World War II. Explain how it helped rebuild postwar Europe and Japan. Include the following: <ul style="list-style-type: none"> • The United States felt it was in its best interest to rebuild Europe and prevent political and economic instability. • The United States instituted George C. Marshall's plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. 	USII.7a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post-World War II Recovery (continued)	<p>Summarize the governments of Germany and Japan following World War II. Include the following information:</p> <ul style="list-style-type: none"> Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. 	USH.7a		
	<p>Describe the United Nations and the role the United States had in its establishment. Include that the United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.</p>	USH.7a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post-World War II Recovery (continued)	<p>Identify the following elements that contributed to the rapid growth of the American economy following World War II:</p> <ul style="list-style-type: none"> • With rationing of consumer goods over, business converted from production of war materials to consumer goods. • Americans purchased goods on credit. • The workforce shifted back to men, and most women returned to family responsibilities. • Labor unions merged and became more powerful; workers gained new benefits and higher salaries. • As economic prosperity continued and technology boomed, the next generation of women re-entered the labor force in large numbers. 	USII.7b		
	Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USII.1a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Post-World War II Recovery (continued)	Make connections between past and present.	USII.1b		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		
Cold War Conflicts	Explain that the United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.	USII.7c	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 45 for complete reference information.</i> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Education Place (maps) • National Council for the Social Studies • National Geographic
	Define the Cold War as a state of tension between the United States and the Soviet Union without actual fighting that divided the world into two camps.	USII.7c		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War Conflicts (continued)	<p>Explain the origins of the Cold War. Include the following:</p> <ul style="list-style-type: none"> Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers)—The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. The Soviet Union’s domination over Eastern European countries American policy of containment (to stop the spread of communism) North Atlantic Treaty Organization (NATO) versus Warsaw Pact. 	USII.7c		<p>(Sample Resources continued)</p> <ul style="list-style-type: none"> Smithsonian Institute Textbook Virginia Historical Society Virginia Museum of Fine Arts 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities
	<p>Explain the following major conflicts the United States has been directly involved in since World War II that reflect the division created by Cold War tensions and hostilities:</p> <ul style="list-style-type: none"> South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. 	USII.7c		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War Conflicts (continued)	<p>(Major conflicts in the post-World War II era continued)</p> <ul style="list-style-type: none"> The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a United States blockade. The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which United States troops withdrew. 			
	Describe how the Cold War tensions between the free world and the communist world caused divisiveness at home and abroad.	USII.7c		
	Explain that the Cold War was the central organizing principle in foreign affairs for 40 years.	USII.7c		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War Conflicts (continued)	Describe the following events that demonstrated the collapse of communism in Europe: <ul style="list-style-type: none"> Breakup of the Soviet Union into independent countries Destruction of the Berlin Wall. 	USII.7c		
	Explain how the end of the Cold War presented challenges different from earlier challenges. Include the following: <ul style="list-style-type: none"> Role of United States military intervention Environmental challenges Global issues, including trade, jobs, diseases. 	USII.7c		
	Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.	USII.1a		
	Make connections between past and present.	USII.1b		
	Sequence events in United States history.	USII.1c		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War Conflicts (continued)	Interpret ideas and events from different historical perspectives.	USII.1d		
	Analyze and interpret maps that include major physical features.	USII.1f		
Civil Rights	Identify some effects of segregation on American society. Include the following: <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races. 	USII.8a	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<i>See page 45 for complete reference information.</i> <ul style="list-style-type: none"> • A Commonwealth of Knowledge • Audiovisual materials • Center for Civic Education • Library of Congress • Literature and music of the period • Smithsonian Institute • Textbook
	Describe how the African American struggle for equality became a mass movement. Include the following: <ul style="list-style-type: none"> • Opposition to <i>Plessy v. Ferguson</i>—“Separate but equal” • <i>Brown v. Board of Education</i>, desegregation of schools 	USII.8a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil Rights (continued)	(Civil Rights movement continued) <ul style="list-style-type: none"> • Martin Luther King, Jr.—Passive resistance against segregated facilities; “I have a dream...” speech • Rosa Parks—Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP). 			(Sample Resources continued) <ul style="list-style-type: none"> • Virginia Historical Society • Virginia Museum of Fine Arts • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe the following legislation resulting from the Civil Right Movement that ensured constitutional rights to all citizens regardless of race: <ul style="list-style-type: none"> • Civil Rights Act of 1964 • Voting Rights Act of 1965. 	USH.8a		
	Identify how women were disadvantaged in the work place. Include the following: <ul style="list-style-type: none"> • Discrimination in hiring practices against women • Lower wages for women than for men doing the same job. 	USH.8a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Civil Rights (continued)	<p>Explain how women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for themselves, particularly in the workplace. Include the following improvements in women's conditions that resulted from this action:</p> <ul style="list-style-type: none"> • National Organization for Women (NOW) • Federal legislation to force colleges to give women equal athletic opportunities • The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service. 	USII.8a		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Key Domestic Issues of the Second Half of the Twentieth Century	<p>Identify the factors leading to changing patterns in United States society following World War II that changed the way most Americans lived and worked. Include the following:</p> <ul style="list-style-type: none"> • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education • “The Baby Boom,” which led to changing demographics • Interstate highway system • Evolving role of women (expected to play supporting role in the family, but increasingly working outside the home) • Role of Eleanor Roosevelt in expanding women’s rights • African Americans’ aspirations for equal opportunities • Changes in make-up of immigrants after 1965 (e.g., Hispanic Americans, Asian Americans). 	USH.7d	<ul style="list-style-type: none"> • Group discussions • Projects • Quizzes • Student reports • Unit tests • Writing assignments 	<p><i>See page 45 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • National Council for the Social Studies • National Geographic (maps) • Smithsonian Institute • Textbook • United States Department of Education • Virginia Museum of Fine Arts • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Key Domestic Issues of the Second Half of the Twentieth Century (continued)	Identify the following policies and programs that expanded educational and employment opportunities for the military, women, and minorities: <ul style="list-style-type: none"> G.I. Bill of Rights gave educational, housing, and employment benefits to World War II veterans. Truman desegregated the armed forces. Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. 	USII.7d		
	Explain how, after World War II, Americans turned their energies to the development of peacetime technologies.	USII.8b		
	Identify the industries that benefited the most from the new technologies of the second half of the twentieth century. Include the following: <ul style="list-style-type: none"> Airline industry—Jets Automobile industry and interstate highway system Entertainment and news media industry 	USII.8b		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Key Domestic Issues of the Second Half of the Twentieth Century (continued)	(Industries that benefited the most from the new technologies continued) <ul style="list-style-type: none"> • Exploration of space • Computer industry • Satellite system— Telecommunications (pagers, cell phones, television) • Internet. 			
	Explain the impact the new technologies of the twentieth century had on American life. Include the following: <ul style="list-style-type: none"> • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Greater access to heating and air-conditioning • Decreased regional variation resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, and computer games. 	USII.8b		

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United States History: 1877 to the Present Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Key Domestic Issues of the Second Half of the Twentieth Century (continued)	Make connections between past and present.	USII.1b		
	Sequence events in United States history.	USII.1c		
	Interpret ideas and events from different historical perspectives.	USII.1d		
	Interpret slogans and documents.	USII.1h		

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United States History: 1877 to the Present Sample Scope and Sequence

Resources

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia's Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

Education Place – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

Exploring the Real Thing – A guide to Education Programs at National Park Sites in Virginia, National Parks Service, October, 2001.

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute – <http://www.si.edu/info/education.htm>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

United States Holocaust Museum – <http://www.ushmm.org>

Virginia Historical Society – <http://www.vahistorical.org>

Virginia Holocaust Museum – <http://www.va-holocaust.com/>

Virginia Museum of Fine Arts – <http://www.vmfa.state.va.us>

WorldNet Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

2002 Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

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